



Successful Practices for Students with Disabilities

Rick Woodford
Lincoln County School District #2
Afton, Wyoming

Lincoln Co. School District #2

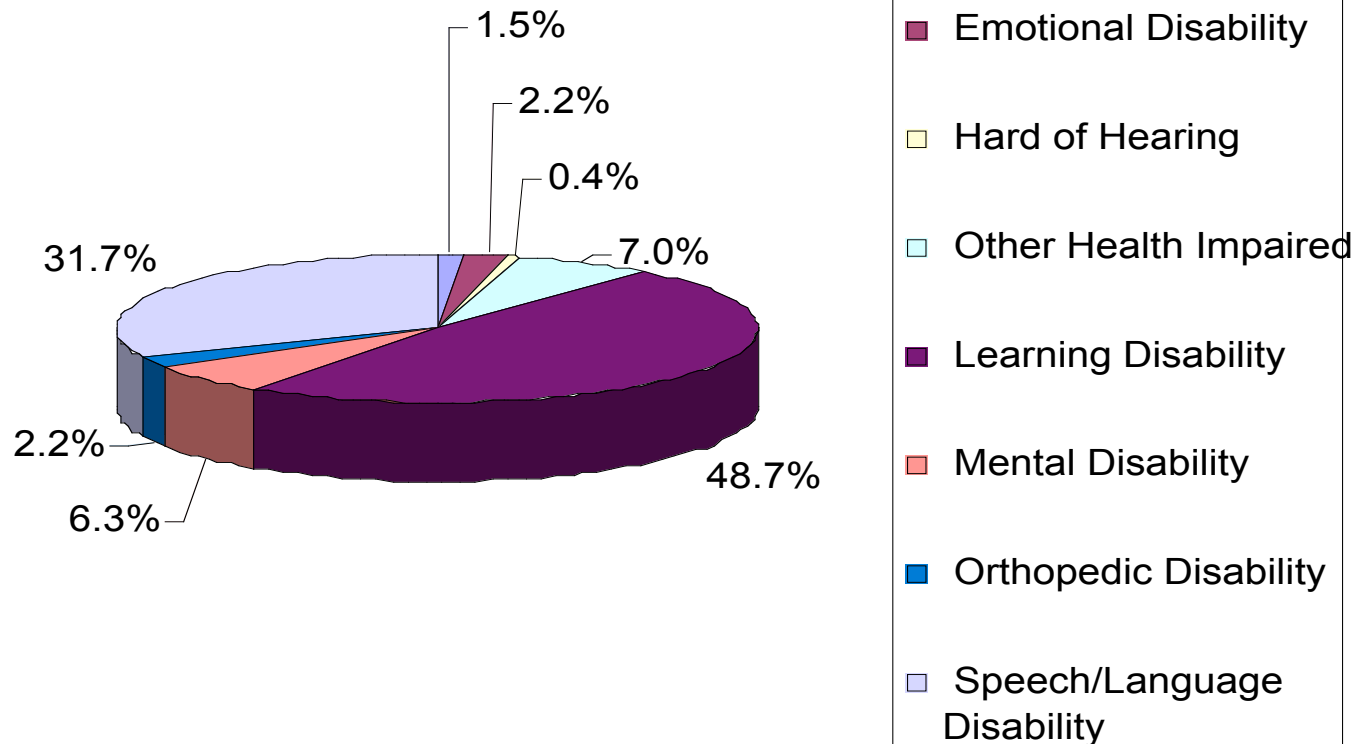


- **Location: Star Valley and Cokeville, Wyoming**
 - Encompasses an area spanning 100+ miles of highway
- **Student Enrollment: 2,396**
 - White=96.8%, Hispanic=1.7%, Other=1.5%
 - 34% eligibility for free or reduced lunch
 - 11.4% eligibility for Special Education (273 students)

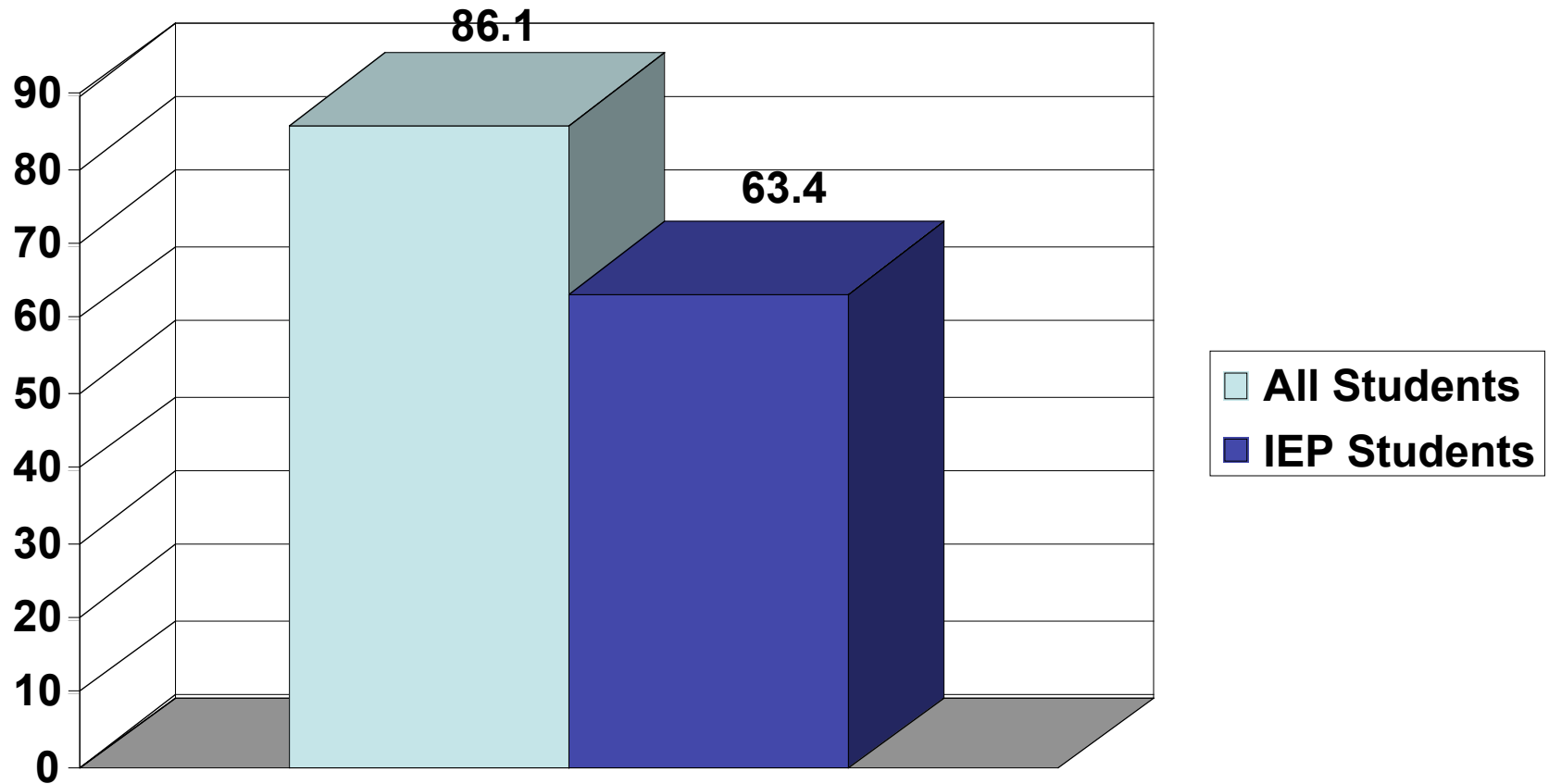
Special Education Population



Percentage of Disability Categories



Graduation Rates



Challenges



- **Recruiting and retaining a “highly qualified” staff of special educators**
- **Inclusion: Ensure student participation in the general curriculum**
- **Transition: Preparing students for postsecondary education and employment**
- **Improving collaboration**
- **Increase informed parent involvement**
- **Measuring program effectiveness**



Begin with the right attitude!

- **Focus on student learning**
- **Promote professional growth**
- **Pay attention to research and results**
- **Challenge your students; challenge yourself**

Focus, grow, pay attention, and meet the challenge!

Program Design



- **A continuum of services with multiple options for students with learning disabilities**
- **Effective (research-based) instruction provided through highly qualified teachers**
- **Instruction that is tightly aligned with the general curriculum standards and assessment**
- **A mechanism for providing students with specially designed instruction**
- **A system that guarantees appropriate follow-through with IEP provisions and supports**
- **A system for monitoring student progress**
- **Effective communication**

Extension: Service Delivery Model for Students with Mild to Moderate Disabilities

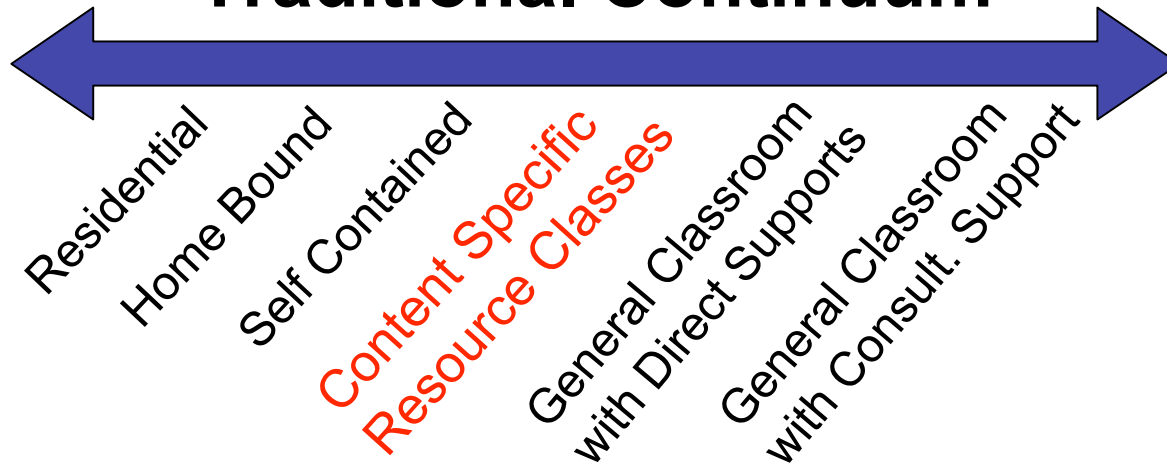


Facilitating Student
Proficiency in the General
Curriculum and Student
Success in the General
Classroom

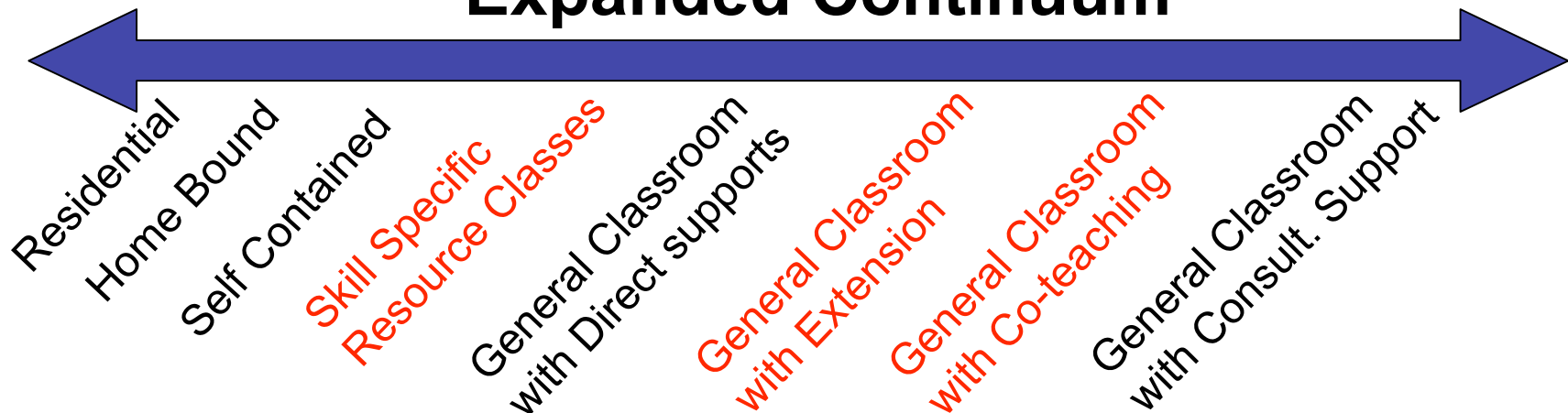
Continuum of Services



Traditional Continuum



Expanded Continuum

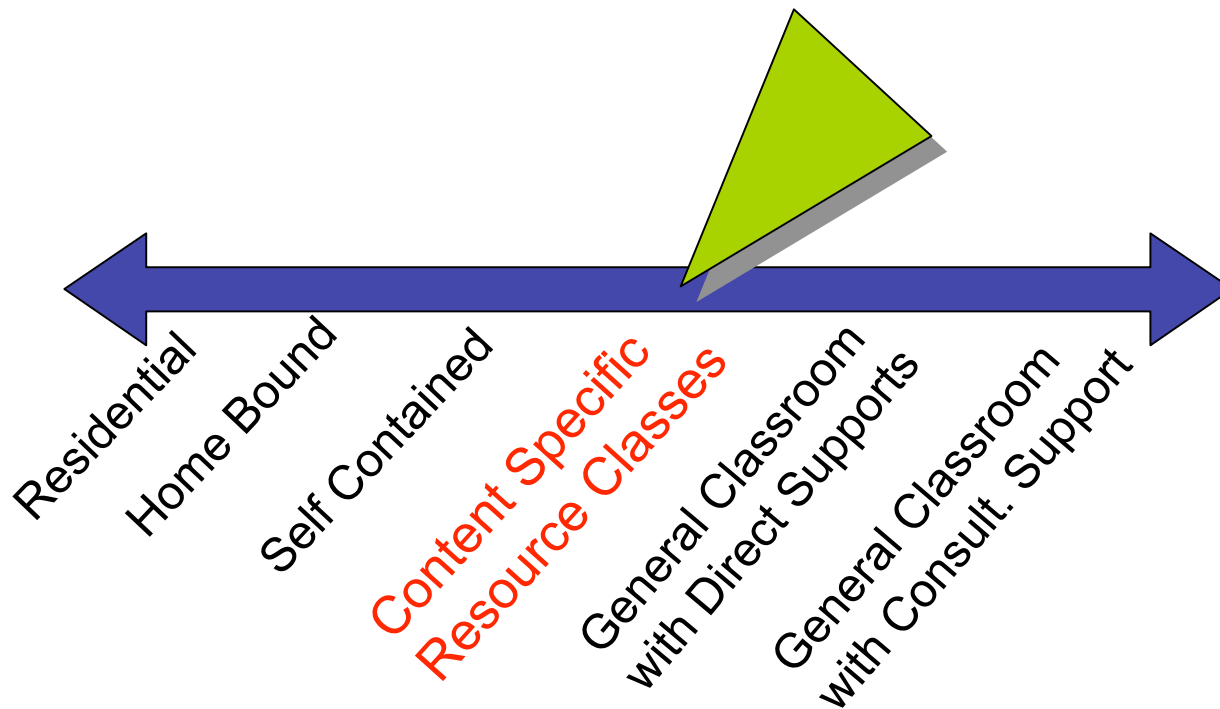


Traditional Continuum



IEP teams often make placement decisions that facilitate graduation. In the past, proficiency of standards has taken a backseat to graduation.

For decades students have been placed according to the “GRADUATION PATH” of least resistance.

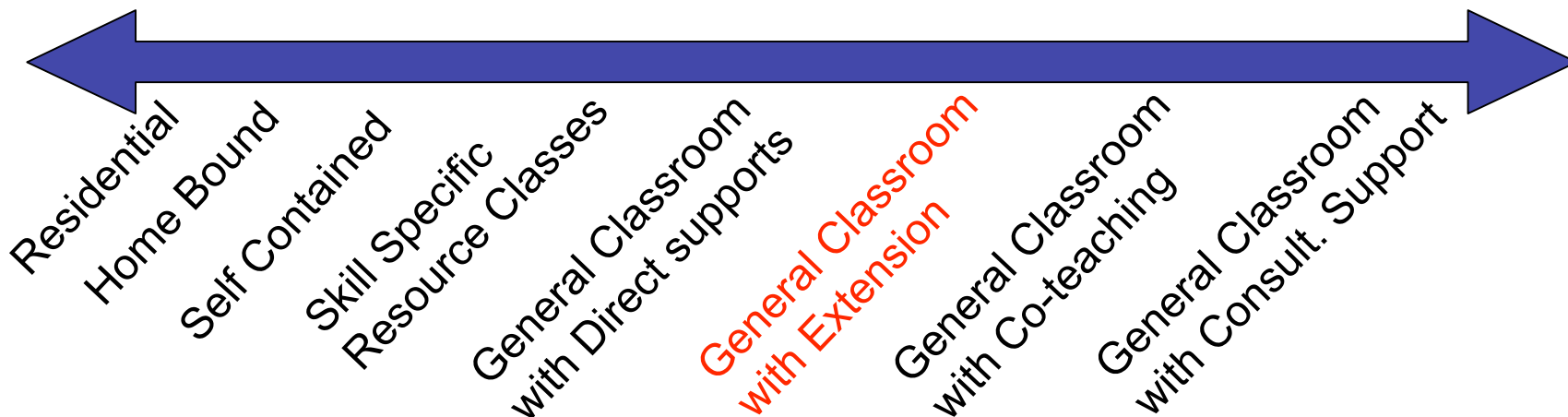


Expanded Continuum



Eliminating course-specific resource classes requires students to receive initial instruction in the general classroom through a certified content area teacher.

Extension classes provide an effective service delivery system where students receive specially designed instruction that is closely aligned with the general curriculum. The instructional focus is on facilitating student proficiency on state and district standards. *The general classroom becomes the path of least resistance* for students with mild to moderate disabilities.

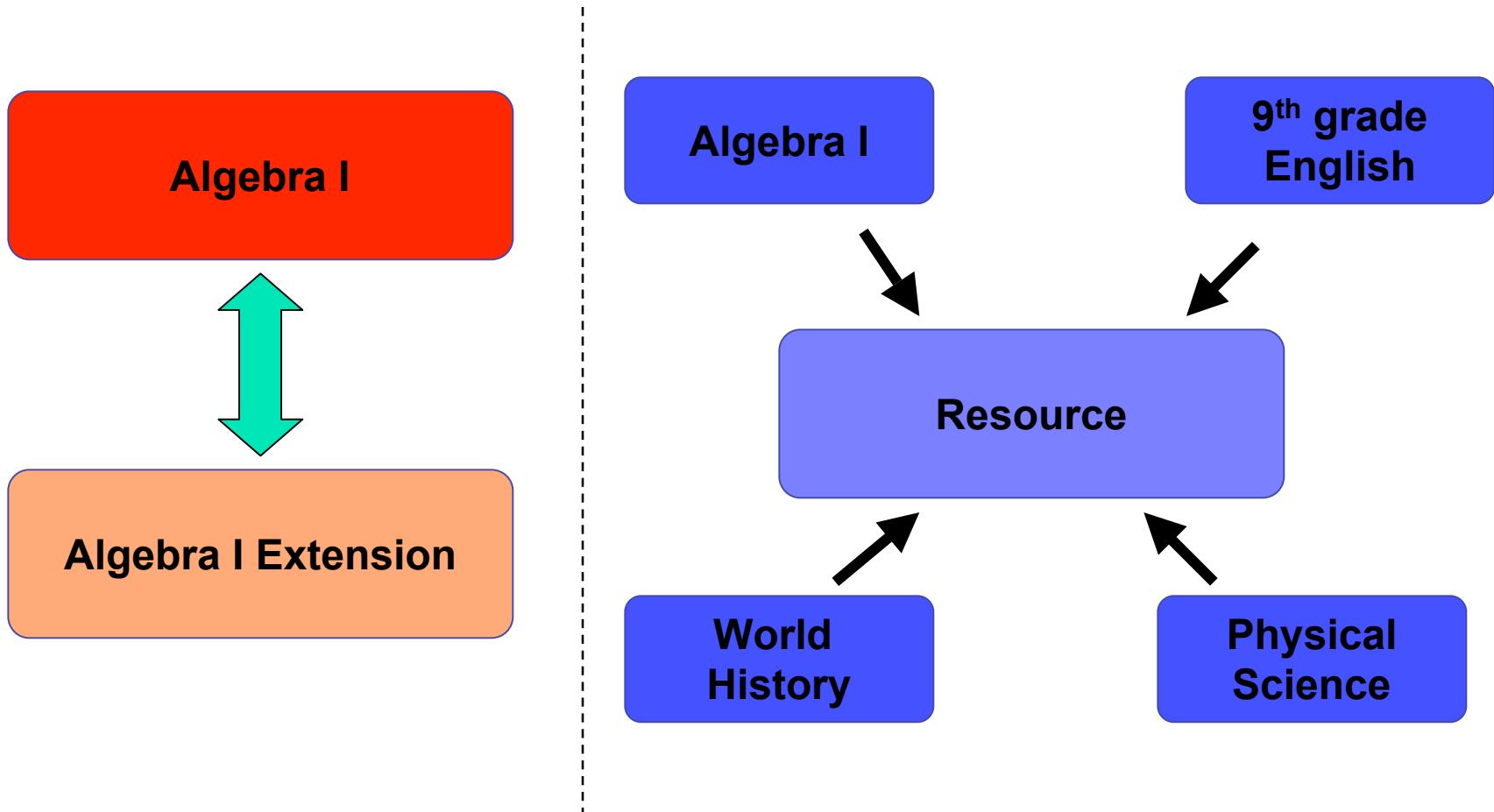




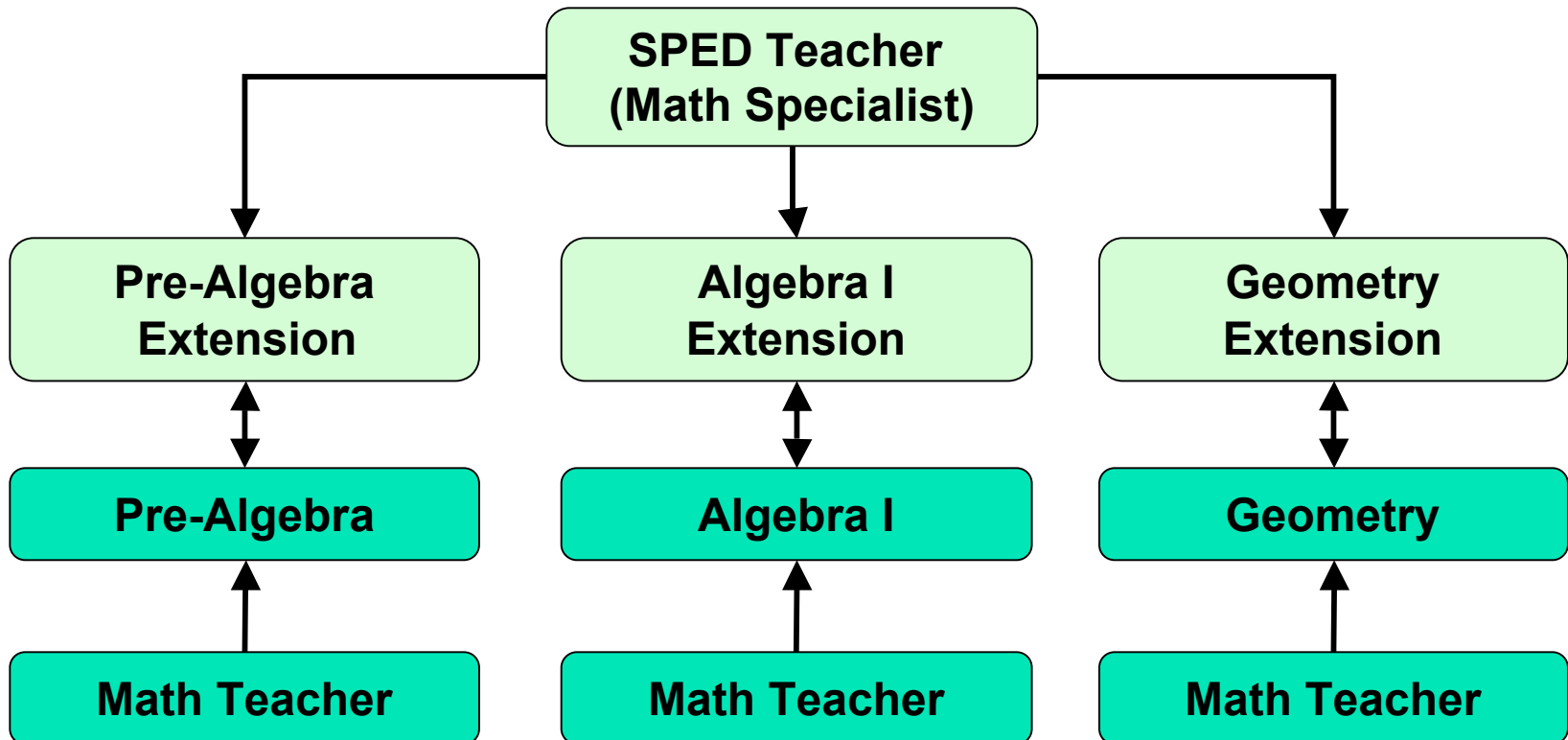
The “Extension” Concept

- An “Extension” is a class where students receive specially designed instruction that is tightly aligned with the general curriculum from a specific core class (i.e. 9th grade English). Each extension is paired with a core companion class. It is an “Extension” of a general education class. Each extension provides students with:
 - a) A thorough **review** of previously introduced material, including academic feedback on homework and practice items
 - b) **Specially designed instruction** relating to each student’s IEP and course related standards
 - c) A **preview** of key concepts and information that will facilitate the learning of new material introduced in the general classroom

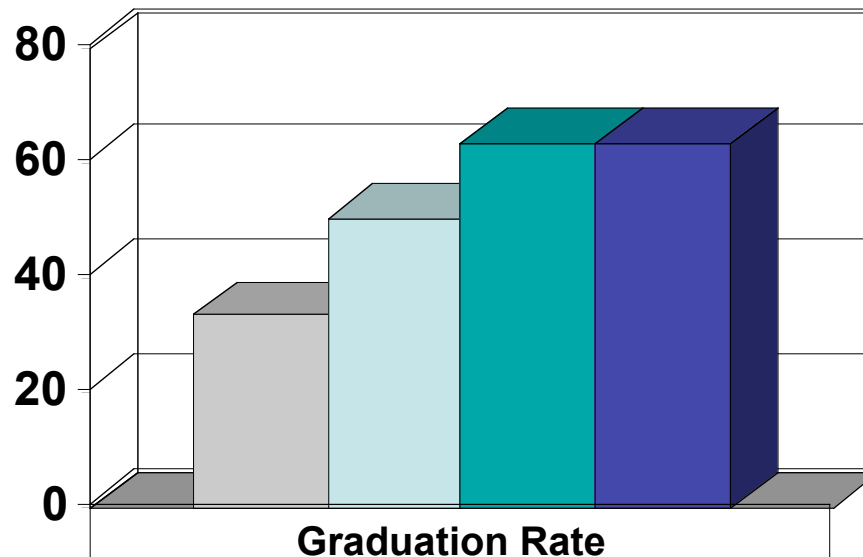
Extension vs. Resource



Structure of Extension

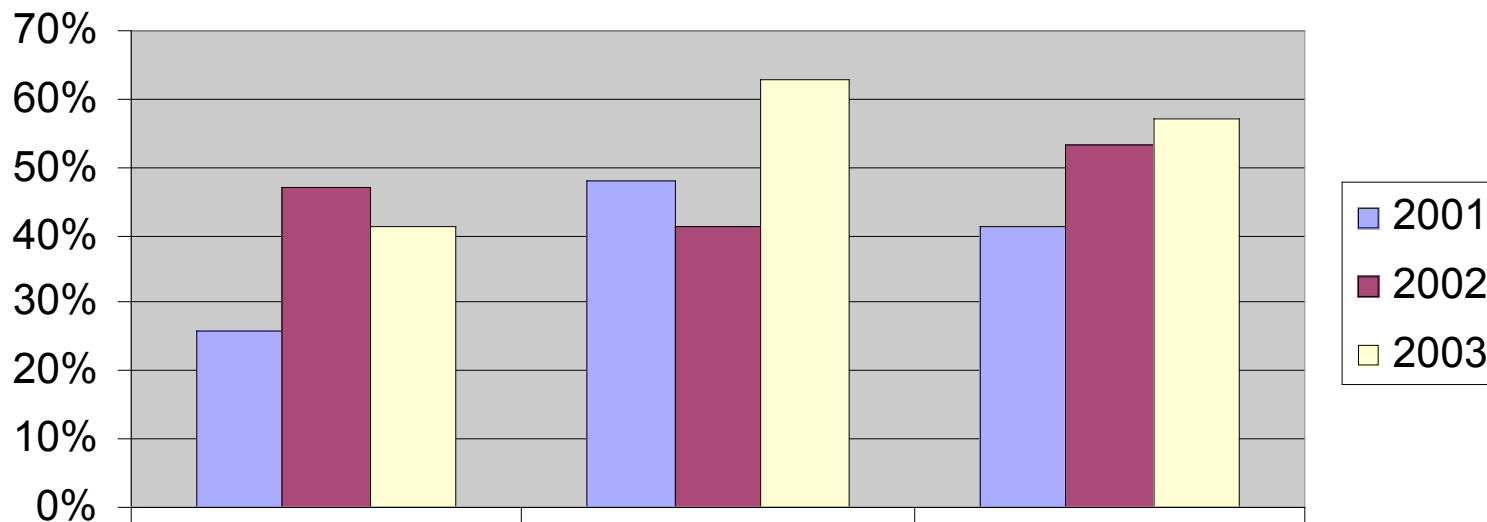


Graduation Rates Trend Data: Special Education



1999-00	33.3
2000-01	50
2001-02	63.2
2002-03	63.4

Subgroup: Special Education **Percentage of WyCAS scores at or above partially proficient**



2001	Math	26%	Reading	48%	Writing	41%
2002	Math	47%	Reading	41%	Writing	53%
2003	Math	41%	Reading	63%	Writing	57%

What do we need in order to meet the expectations of NCLB?



- **Larger pool of highly qualified special educators**
- **Fiscal resources (increased funding)**
- **Technical assistance for the implementation of research-based instruction**
- **The right attitude!**